



University of Leicester
Access and Participation Plan 2020-21

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1. Introduction

- 1.1 Leicester is a leading university committed to international excellence, world-changing research and high quality, inspirational teaching. Celebrating diversity among our staff and students; widening participation in higher education; engaging with local, national and international communities – all of these are part of what we do and who we are.
- 1.2 The University was founded as Leicester, Leicestershire and Rutland University College in 1921. The ambition was to create a university or university college to provide access to higher education for young men and women who did not have the financial means to move away to study at the established universities across the country. The University is proud of this heritage: social mobility and widening participation remains at the heart of its work today.

2. Assessment of current performance

Context

- 2.1 The University takes an evidence-based, holistic approach to its widening participation activity, working across all the elements of the enquirer, applicant and student lifecycle. The UK-domiciled undergraduate intake had seen a 39% increase over the previous five years, standing at 3,430 in 2017/8 but has since declined by 23% for 2018/9 at 2,745. Over the same period, the total intake tariff has seen a drop from 147 to 132. The number of BAME students as a proportion has increased year-on-year from 34.4% in 2013/14 to 49.3% in 2017/18. To contextualise this, within the ex-1994 Group and Russell Group institutions, Leicester has the ninth highest proportion of UK domiciled BAME students, and has the highest proportion outside London.
- 2.2 The University has identified where gaps in access, continuation, attainment and progression have occurred over time and compared to the sector. The institution has many initiatives already in place to reduce the gap for under-represented groups in higher education, but recognises the national strategy to be more ambitious in setting and achieving strategic aims and targets.

Ethnicity

- 2.3 Access to the University of Leicester for BAME students is the 9th highest in the sector and has increased significantly over the last 5 years (See *Table 1* below) and currently stands at 49.3%. National Census data for 2011 shows that the proportion of the population recorded as BAME in the UK as a whole is 14% and in Leicester it is 49.4%. Nevertheless, analysis of the data sets provided by Office for Students at subject level indicate that there is a gap in access proportionally in Chemistry, Geography & the Environment, and Physics & Astronomy.

Academic Year	BAME Students	White Students
2013/14	34.36%	65.64%
2014/15	35.92%	64.08%
2015/16	43.07%	56.93%
2016/17	49.95%	50.05%
2017/18	49.30%	50.70%

Table 1: Access Proportion of BAME & White Students for ‘The University of Leicester’

2.4 The proportion of the undergraduate BAME population accessing the University from IMD Quintiles 1 & 2 has increased over the last 5 years, but has remained static for the last 2 years. The University’s proportion of BAME students in POLAR4 Quintiles 1 & 2 has increased from 7.2% to 11.1% over the last 5 years. The OfS-provided data suggests that the biggest increase in BAME students has been in POLAR4 Quintiles 3, 4 & 5 (27.4% - 38.7%). So although the proportions of BAME students have increased significantly, there is only a small increase from low participation areas. (See *Table 2* below).

2.5 UCAS data also suggests that BAME students are being lost at the offer stage, with only a 73.3% offer rate for 2018 entry (up from 70.4% for 2016 entry) compared to 87% offer rate for white applicants (up from 85.5% for 2016 entry). The University’s own data suggests BAME students are also lost at registration stage, proportionally representing 49.9% offers and 48.2% of registrations for 2018 entry, however this has increased compared with 2017 entry, when BAME students represented 46.7% of offers and 44.9% of registrations.

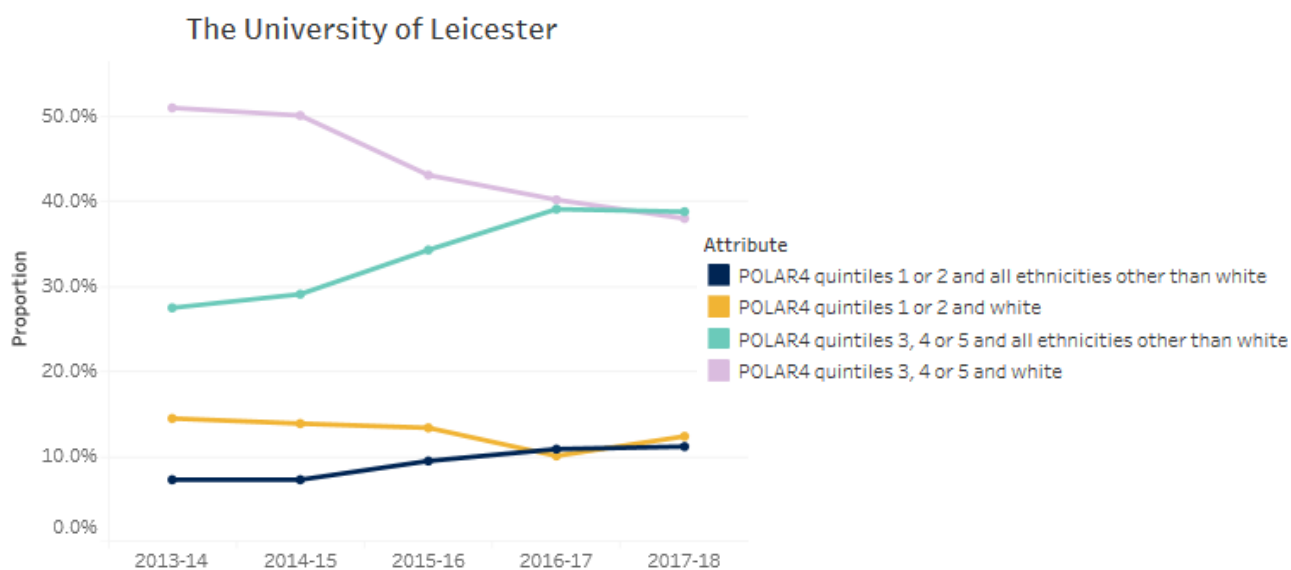


Table 2: Access Proportion of BAME & White Students for ‘The University of Leicester’ split by POLAR4 Quintiles

2.6 Continuation for full-time BAME students is above the sector average at 93% compared to 88.1% and has been in contrast to the sector trend since 2013/14, during which time continuation has increased for the University and declined in the sector. By comparison white students have a higher continuation rate at 94%, so there remains a relatively small gap.

2.7 For full-time and part-time students combined, continuation for black students is currently 87.5%, which is 3% lower than Asian students and nearly 4% lower than white students. Continuation for white students has decreased over the last 5 years, the lowest continuation being in the POLAR4 Quintile 1. There has also been a slight decline in continuation for black students in more recent years.

2.8 BAME attendance at the University is consistently below white attendance, and the gap remains constant. Marginal increases in attendance are reflected across both groups. Black students in particular are consistently over 10% below their white peers. Disabled students tend to attend at the same rate to their non-disabled peers. Mature student attendance has been increasing at a higher rate between academic years than their younger peers.

	2016/7	2017/8*	2018/9
White	61%	61%	63%
BAME	56%	55%	57%
Black (as a sub group of BAME)	50%	48%	51%

***2017/8 is not directly comparable with other academic years due to industrial action in the second semester. This affected attendance across the whole week, even if lectures were only cancelled for part of the week.**

2.9 76% of BAME students achieve a first or upper class degree compared to 85.7% of white students suggesting a large gap in attainment (see *Table 3* below). Asian student attainment is 81% and has slightly decreased from the previous year but is up from 73% in 2014/5. The largest attainment gap with a significant student population is black students with only 67% in 2017/8, which has declined from the previous 5 years. This is higher than the sector average of 59% but there is clearly a significant gap, which needs to be addressed.

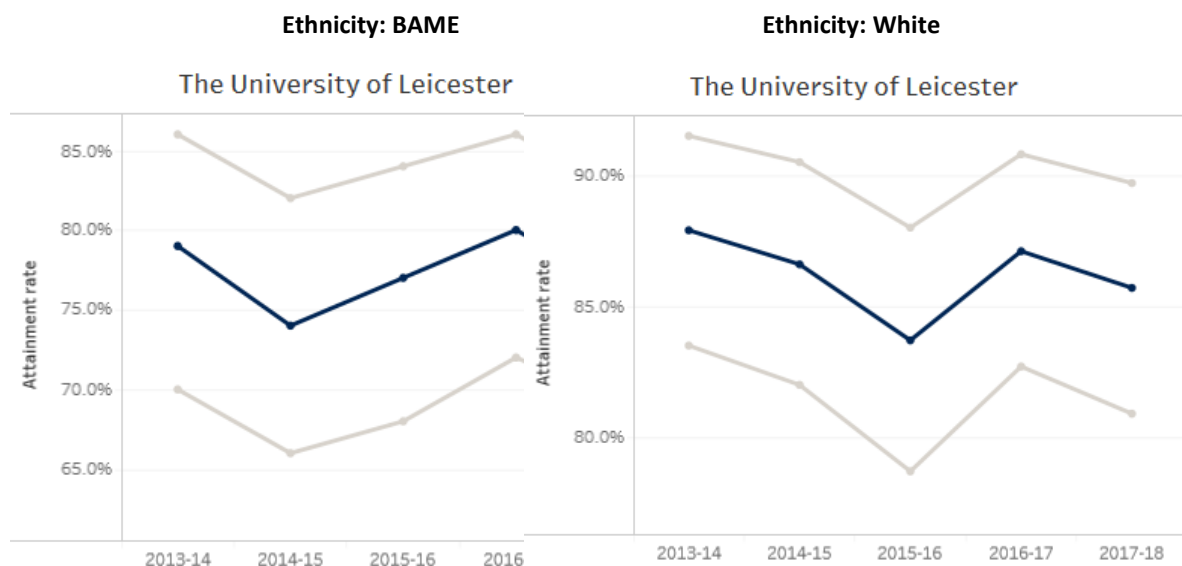


Table 3: Attainment for FT UG BAME students compared to FT UG white students

2.10 Progression for white students in 2016/17 is 72.7%, which is lower than the sector average of 74%, but does show an increase from 69.2% five years ago. Asian student progression is at 72% which is higher than the sector average but doesn't meet the level of 76% which was seen in 2014/15. A gap remains in progression between black and white students over the

last 4 out of 5 years, but there has been a significant improvement in the progression rate of black students to 75% for 2016/7 compared to 63% in the previous year.

Disability

2.11 The proportion of full-time undergraduate students with a declared disability accessing the University is currently 9.5%. This is in contrast to the sector, where the proportion of students with a declared disability accessing HE has increased to 14.6%. The biggest disparity at a subject level is within Mathematics, changing from 8% to 3.7% over the last five years.

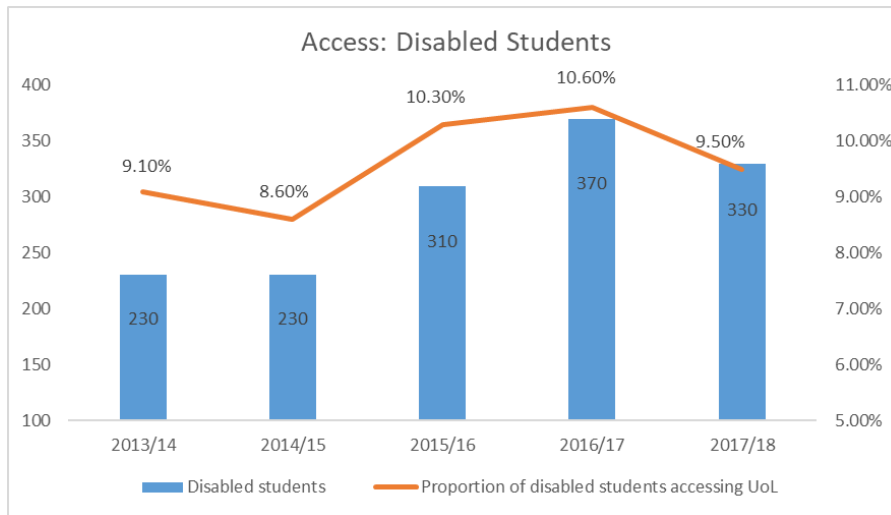


Table 4: Access for UG FT Disabled Students and proportion of the UG FT Population accessing the UoL

2.12 Continuation at the University has increased significantly for disabled students from 89% to 94% in the last year, and this improvement will need to be maintained. This is significantly higher than the sector average of 89.4%. Students with a declared mental health condition have a continuation rate of 90%, (see *Chart 5* below) which is higher than the sector average but below the University average.

2.13 Attainment for students with a disability at the University is above the sector average at 77% but this is compared to students with no declared disability at 82.5%. Attainment for students with a declared mental health condition is 71% (see *Chart 6* below), which is well below the sector average and has declined since the previous year. The University has also seen a decline in progression for students declaring a mental condition, which is currently at 65% and also below the sector average. This, combined with a lower continuation rate and increased number of full-time undergraduate students with a mental health condition accessing the university (124% increase in the last 5 years), indicates a gap which needs to be addressed.

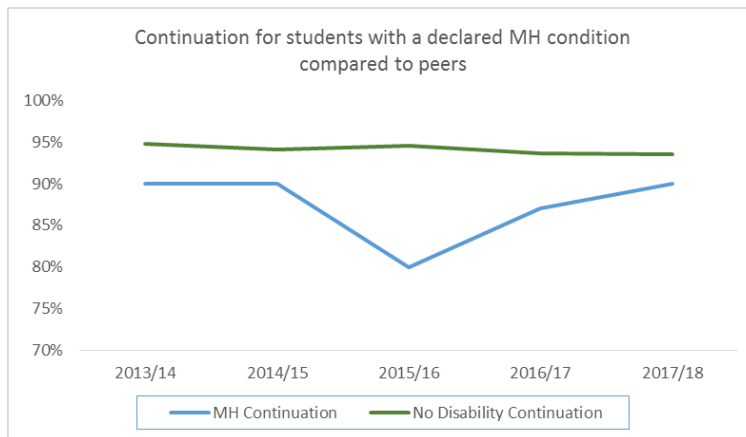


Chart 5: FT UG Students with a declared Mental Health Condition Continuation for the University of Leicester

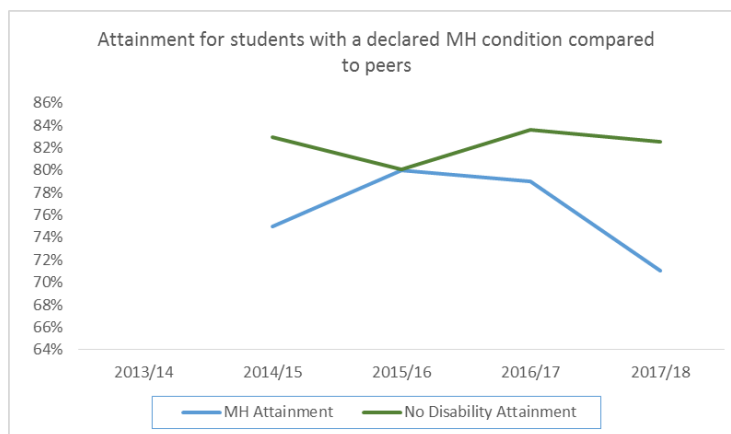


Chart 6: FT UG Students with a declared Mental Health Condition Attainment for the University of Leicester

2.14 Progression for full-time undergraduate students with a disability is at 72%, which is just below students with no disability at 72.8%. This is above the sector average but it is a decline from the previous year.

2.15 The number of students at the University in receipt of DSA has seen a decline over the last five years from 6.4% to 5.3% as a proportion, in contrast to which the number of overall students with a declared disability has increased from 10.5% to 11.6% as a proportion.

Low Participation Neighbourhoods and deprivation

2.16 The University has made some progress in the recruitment of students from low participation neighbourhoods (LPN), the proportion of students having increased by 1.54% over the last 5 years. One of the biggest increases over the last five years is in the subject of Medicine, which has more than doubled the number of LPN students (16 to 38 students from 2013/14 to 2017/18).

2.17 There has been a large increase in the proportion of BAME students from IMD Quintiles 1 & 2, from 18.6% to 27.4% from 2013/14 to 2017/18. However, this is in contrast to a slight decline in the proportion of white male students in IMD Quintiles 1 & 2 over the last two years although the actual numbers of students has increased slightly (320 to 340 from 2015/16 to 2017/18).

2.18 The University's own data suggests that LPN students are being lost at the offer stage (9.9% applications, 9.4% offers for 2018 entry) but are showing an improved conversion to registration (10.8% registrations for 2018 entry, up from 8.6% for 2016 entry). Analysis from

the UCAS data¹ of the University's main cycle applications in 2018 indicates that the offer rate for LPN applicants at 74.7% for 2018 entry (down from 75.1% for 2016 entry) is lower than the offer rate for all main cycle UCAS applicants of 79.9% for 2018 entry (up from 78.8% for 2016 entry).

2.19 The impact of the University's contextual data policy for 2019 entry has been positive. The offer rate to LPN applicants has increased in relative terms: offers are up 1% year on year (1,274 for 2019 entry compared with 1,267 this time last year for 2018 entry). This is compared with an overall institutional decline (-14% in offers, YOY). In addition, the policy has had a positive impact on applicant behaviour: at the time of writing, firm accepts from LPN applicants have remained stable (260 for 2019 entry compared with the same number this time last year for 2018 entry); this is compared to a decline of 1% overall in firm accepts.

2.20 There is no significant difference in continuation between any of the POLAR4 quintiles (Q1:94% Q2:95% Q3:95% Q4:94% Q5:93.8%). There are minimal differences in IMD quintiles also (Q1:91% Q2:94% Q3:93% Q4:93% Q5:96%). However, there is a clear gap between IMD Quintile 1 and IMD Quintile 5 in relation to attainment of full-time undergraduate students (see *Chart 7* below), attainment being 79% and 84% respectively. However Quintile 1 has increased from 72% five years ago, although in contrast Quintile 2 has declined over the same period from 82% to 76%. Quintile 5 has also declined from five years ago from 88% to 84%, which is in contrast to the sector where attainment has increased year-on-year.

2.21 At subject level, the attainment for students is lowest in the subject area of business and management, currently at 70% (67.5% for IMD Q1). This is significant in the University's context as the School has 16.5% of the University's undergraduate population.

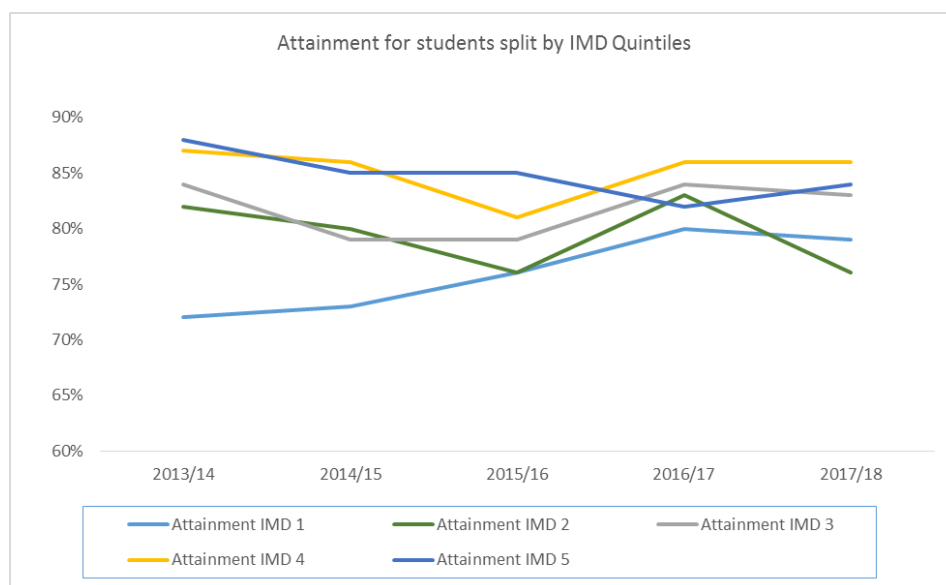


Table 7: FT UG Students Attainment split by IMD Quintiles for the University of Leicester

¹ 'Sex, area background and ethnic group report (End of Cycle)'. UCAS Analysis and insight for L34: University of Leicester (25/01/2019). Data covers: UK domiciled students who applied to L34 in the 2018 application cycle. NB most of these applicants would be applying for 2018 entry.

2.22 Attainment based on IMD indicates that Quintiles 1 & 2 combined are lower than quintiles 3, 4 & 5, at 77% compared to 84.5%, indicating a clear gap for students from deprived areas in 2017/18.

2.23 However, at the same time, the table below demonstrates that academic attainment for LPN students has been improving year on year at the institution and particularly for the three most recent graduation years², culminating in the good honours attainment gap being largely removed for LPN students, except for Quintile 3.

	2014/15	2015/16	2016/17	2017/8
Quintile 1	79.4%	81.0%	83.5%	84%
Quintile 2	76.4%	78.1%	81.6%	81%
Quintile 3	74.5%	76.6%	79.0%	81%
Quintile 4	78.7%	76.9%	82.4%	82%
Quintile 5	78.0%	74.1%	81.4%	83%

2.24 Progression at the University is at the lowest in IMD quintile 2 at 70%, which is also slightly lower than the sector rate. POLAR4 Quintiles 1 & 2 progression is also lower than Quintiles 3, 4 & 5, at 69% and 72.8% respectively. Both have declined from the previous year. BAME students in POLAR4 Quintiles 1 & 2 are even more likely not to be in highly skilled employment, with a progression rate of 67%.

Mature Students

2.25 The proportion of full-time undergraduate mature students is increasing sector wide, but in contrast the university is experiencing a decline in this population. The University's proportion currently stands at 6.8% compared to 27.8% in the sector. The proportion of mature students has also dropped from 16% to 8% over the last five years, across the full-time and part-time student populations. The number of full-time mature students has fallen from 300 in 2015/16 to 240 in 2017/18.

2.26 Continuation for mature students is significantly lower than for students under 21, currently at 87% compared to 94.2% for 2016/17. Continuation for mature students over the age of 41 is the lowest, however the numbers are small (70 students over the last five years). In contrast to students under 21, white mature students have a lower continuation rate than that of Asian and black mature students.

2.27 Attainment for mature students is 10% lower compared to students under 21. This difference is the same as the sector, but does show a clear gap in attainment.

2.28 Progression for mature students is very different to students under 21, with a progression rate of 89%, and which has remained high over the past five years. It is highest among 21 to 25 year olds.

² Internal University of Leicester dataset. Report is missing data from 590 students (mostly BMed Sci and MBCHB students).

Other Under-represented Groups

2.29 The University's recruitment of (declared) care leavers is small in number but has been consistent over the past three years, with 11 entrants in 2015, 9 in 2016 and 14 in 2017. The continuation rate based on the 4 years of available data is around 79% but last year's data shows 100% continuation, this data suggests that a significant gap in continuation cannot be identified. The data from the DHLE survey responses related to progression for care leavers was very small, although the respondents were in highly skilled employment. The data does suggest there is an attainment gap for care leavers compared to the rest of the cohort. The table below shows a 5-year average for care leavers (50 students) compared to all students attainment for each year. A summary detailing the University's available data on care leavers across the student lifecycle has been provided separately to this document.

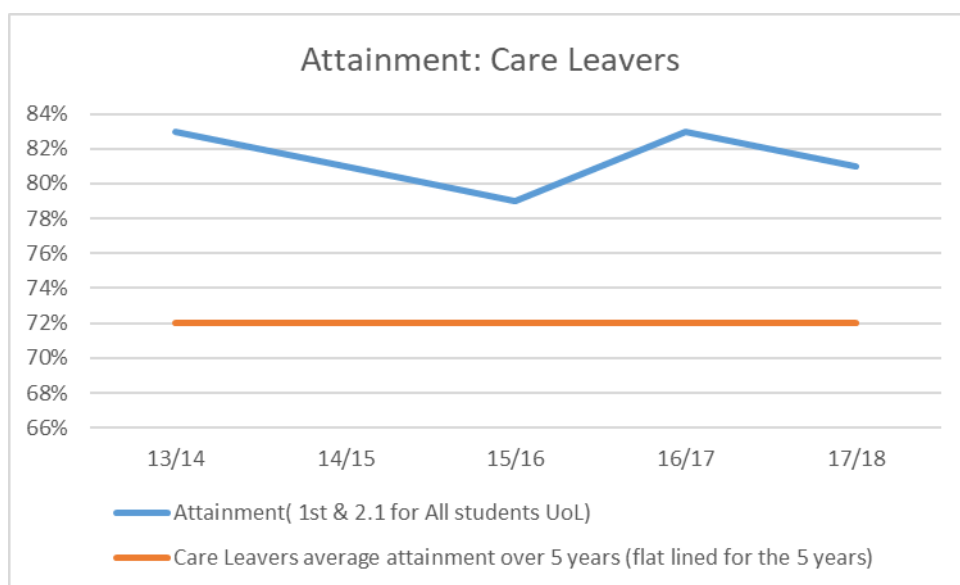


Table 8: Attainment for UG FT Care Leavers over 5 years, compared to the whole UG FT Cohort.

Conclusions

2.30 As a result of the above analysis of the University's current performance, the institution has aligned its priority targets for underrepresented groups, taking into account the published OfS priorities for underrepresented groups, as follows:

	Target Groups
Access	Mature students (over 21 when entering HE) White males from LPN/IMD BAME from LPN/IMD Disabled students
Success (Continuation)	BAME students Disabled students Mature students

	White students LPN Q1
Success (Attainment)	Black students Students with mental health condition IMD Q1, esp. School of Business LPN Q1 & Q2 Mature students
Progression	Students with mental health condition LPN Q1 & Q2, especially BAME

3 Ambition and strategy

3.1 As set out in paragraph 1.1, a core part of the University’s mission is to broaden access to and participation in higher education. As a reflection of the ambitious approach the Office for Students is encouraging institutions to take, the institution has made a number of strategic changes to its organisational approach, including:

- 3.1.1 a reshaped Widening Participation Team responsible for access, by embedding it in the wider Global Recruitment Team, to increase the geographical breadth of outreach activity;
- 3.1.2 establishment of an academic practice unit within DICE to provide a focal point for research and pedagogic improvement in relation to under-represented groups.
- 3.1.3 a bespoke Academic Liaison Team tasked with engaging academic colleagues in a more coordinated and targeted programme of outreach activities;
- 3.1.4 establishment of Student Success Teams to support students through the success and progression stages of the lifecycle;
- 3.1.5 establishment of a policy and evaluation team in the Planning Office to ensure systematic, consistent and rigorous review of initiative impact.

3.2 Through this refreshed approach, the University ensures delivery of a holistic approach, which embraces continuous improvement of performance in supporting underrepresented groups, in particular the priority target groups detailed in paragraph 2.30 above.

Strategic Aims & Measurable Objectives

3.3 The strategic aims and objectives set out below have been aligned to the institutional strategy and assessment of performance set out above. There are eight aims across the areas of access, success and progression.

Access

3.4 The strategic aims and objectives for Access over the next five years are as follows:

Aim	Measurable Objective
A0 To reduce the gap between BAME LPN (Q1 and 2) students and white LPN students who are tracked into UoL after becoming 'HE ready' and completing their Post-16 studies.	A0.1 Narrow the gap in the application and offer rate for BAME students from Low Participation Neighbourhoods, particularly in STEM subjects. 2% closer in 2020/21, closed by 2024/25 Offer rate to BAME Polar Q1 in 2018 91.2%, compared to 93.2% to

A0.1 Increase the proportion of LPN Q1 students entering UoL when they are HE ready.		those outside of this group, a gap of 2%. For STEM subjects in 2018, Offer rate to BAME Polar Q1 was 95%, compared to 95.4% to those outside this group, a gap of 0.4%.
	A0.2 Narrow the gap year-on-year in the offer rate for white male students from Low Participation Neighbourhoods.	Offer rate to white-male-polar 1 students in 2018: 91.2% compared with 93.2% to those outside this group, a gap of 2%. Closed by 2024/25.
	A0.3 Increase the number of target LPN postcodes in which the University has active outreach activity to raise aspirations and attainment.	Move regional focus (East Midlands) to national focus; aim to increase enrolments from new territories by 10% year on year by 2021 and 15% by 2024.
	A0.4 Increase the number of strategic partnerships with secondary schools to include 5 schools in key Opportunity Areas (Norwich, Doncaster, Derby, Ipswich and East Cambridgeshire).	25 new partnerships by 2021.
	A0.5 Increase the proportion of LPN students participating in core outreach programme.	Currently 46%, aim for 60% by 2021
A1 To reduce the gap between mature students and young students accessing the University.	A1.1 Increase the number of <i>Access to HE</i> progression agreements with target colleges.	Introduce 10 agreements with target colleges by 2024, aim for doubling entry numbers
A2 To increase the sustained engagement with Care Leavers prior to their entry into higher education	A2.2 Increase the sustained engagement with Care Leavers prior to their entry into higher education	The University's recruitment of (declared) care leavers is small in number but has been consistent over the past three years, with 11 entrants in 2015, 9 in 2016 and 14 in 2017. The University's pre-entry engagement with (declared) care leavers is limited. We aim to double the number of engagement opportunities with these students up to 2024.
	A2.3 A commitment to collect the data as part of the programmes supporting care leavers. This will support greater declaration of care leaver status and lead to greater potential for further analysis of this cohort.	

Success

3.5 The strategic aims and objectives for Success over the next five years are as follows:

Aim	Measurable Objective	
S0 To continuously improve the continuation rates for BAME, particularly black, students, in order to reduce the gap between black students and other students.	S0.1 Increase the number of BAME students taking up Peer Mentoring.	Bring rates for BAME students into line with cohort average by 2024/25
	S0.2 Increase lecture attendance rates for BAME students.	Bring rates for BAME students into line with cohort average by 2024/25
	S0.3 Reduce the number of BAME students withdrawing for non-academic reasons in their first year of study.	Bring rates for BAME students into line with cohort average by 2024/25
S1 To continuously improve the continuation rates for mature students in order to reduce the gap between mature students and other students.	S1.1 Increase the number of mature students engaged with the induction programme.	Increase by 20% year on year until 2024/25.
	S1.2 Increase the number of mature students engaged with the Mature Student Society.	Increase year on year until 2024/25
S2 To reduce the attainment gap between black and white students, year-on-year.	S2.1 Proportion of staff and students taking the EDI awareness module	Increase year on year until 2024/25
	S2.2 Introduce a positive action in curricula or assessment initiative in every academic department following the University 2019-2020 <i>Embedding EDI in the Curriculum Project</i> with Advance HE	One positive action in every Department by 2020/21.
	S2.3 Increase the proportion of BAME teaching staff and support staff.	Making a year on year improvement to our current staff BAME demographic of 19.5% of all known ethnicity (2019).
	S2.4 Increase number of pedagogic research studies in the area.	10 projects completed by 2024/25.
S3 To reduce the attainment gap between disabled students with a declared mental health condition and students without a disability.	S3.1 Increase the number of students engaged with support provision through the student life cycle.	Increase year-on-year until 2024/25
	S3.2 Increase proportion of personal tutors with Mental Health First Aid training.	
S4 To reduce the attainment gap between students from IMD Q1/2 and those from IMD Q3/4/5	S4.1 Reduce the percentage point difference in degree attainment (1st and 2:1) between students from IMD Q1/2 and those from IMD Q3/4/5	Increase year-on-year until 2024/25
	See also objectives in Section S2 above.	

Progress

3.6 The strategic aims for Progress over the next five years are as follows:

Aim	Measurable Objective	
P0 To continuously improve the progression of LPN students, particularly BAME students, into further study or highly skilled employment.	P0.1 Increase BAME engagement and completion of Leicester Award	Over 90% submissions from 1 st year BAME students <i>and</i> a pass rate in line with cohort average
	P0.2 Increase BAME engagement and completion of Leicester Award Gold	Over 90% submissions from 2nd year BAME students <i>and</i> a pass rate in line with cohort average
	P0.3 Increase BAME engagement and completion of a significant experience	Every UG programme to have at least 1 programme-based significant experience option
P1 To continuously improve the progression of disabled students, particularly those with a mental health condition, into further study or highly skilled employment.	P1.1 Increase disabled student engagement and completion of Leicester Award	Over 90% submissions from 1 st year disabled students <i>and</i> a pass rate in line with cohort average
	P1.2 Increase disabled student engagement and completion of Leicester Award Gold	Over 90% submissions from 2nd year disabled students <i>and</i> a pass rate in line with cohort average
	P1.3 Increase disabled student engagement and completion of a significant experience	Every UG programme to have at least 1 programme-based significant experience option

4. Delivering the Aims and Objectives

Overview

- 4.1 The holistic approach taken at Leicester means that activities are not designed just to support students at one stage of the student lifecycle but throughout their journey. All activities delivered as part of this framework are subject to an accessibility and inclusivity audit. This helps the University to ensure that our whole student demographic is considered in their development. It specifically highlights barriers or challenges groups may have, such as a lack of social capital, low confidence or disability and requires evidence of how these challenges will be overcome in marketing, delivering and in outcomes of the activities.
- 4.2 When measured against the over-arching strategic aim nationally to achieve equality across all student characteristic groups, the University has gaps in most areas as shown in the table below. The strategic delivery plan set out in the next section focuses activities on the most significant gaps because that is where impact can be greatest.

	Access	Continuation	Attainment	Progression
Ethnicity	PTA2	PTS1	PTS3	No Target
LPN	PTA2 & PTA4	✓	No Target	PTP1
IMD	PTA3	✓	PTS5	✓
Mature Students	PTA1	PTS2	PTS2	✓
Disability	PTA3	No Target	PTS4	PTP2
Care Leavers	No Target	No Target	No Target	No Target

Access

Baseline Provision

- 4.3 Recognising the fact the University has gaps across all the main under-represented groups, the institution provides a baseline programme of school and college outreach. In a typical academic year (numbers from 2017-18), this totals 3464 learners visiting the University campus for events, 239 learners attending summer schools, 280 visits to schools/colleges with high proportions of underrepresented groups, engaging with over 26,000 learners. 46% of all participants were from Low Participation Neighbourhoods.
- 4.4 The University is proud of the support that it offers to students from vulnerable and under-represented groups. In October 2017, the University became a University of Sanctuary, taken the StandAlone pledge, and signed the Military Families Covenant. The University has also worked with the Article 26 project to offer a package of support for students seeking asylum. The University has committed to the Care Leavers Covenant, providing support throughout the lifecycle. This includes pre-entry outreach workshops, specialist support throughout the application process, financial support and 365-day accommodation. We also engage with the Leicestershire Virtual Schools, as an institution and as part of the REACH partnership, providing tailored outreach and residential opportunities for care experienced students.
- 4.5 The University's Centre for Diversity, Inclusion & Community Engagement (DICE) undertakes research and development into the themes of multiculturalism, ethnicity, belonging and social order. It runs a highly successful programme of outreach engagement in the city of Leicester, attracting audiences of up to 300 to some events, including people of different ages from underrepresented groups.

Strategic Measures

- 4.6 In addition to the above baseline provision, the University is committed to delivering the following initiatives in order to achieve the strategic aims and objectives outlined earlier.

<p>Aims: To continuously improve the proportion of students from Low Participation Neighbourhoods, particularly BAME and white males, accessing the University. To continuously improve the proportion of mature students accessing the University.</p>		
Strategic Measure	Link to Objectives	Evidence of Impact
<p>From 2019/20, <i>Leicester High Flyers</i> will provide support for targeted underrepresented groups of potential students delivered by academic staff, on topics which support Key Stages 3 and 4, and the Gatsby Benchmarks. High Flyers will aim to increase attainment of attendees by providing expert support unavailable at the learners' schools and the</p>	<p>A0.3, A0.5</p>	<p>EMWPREP data shows multiple progressive interactions impact more effectively than single interventions.</p>

opportunity to engage with student role models from similar backgrounds.		'Beyond access: Getting to university and succeeding there' (2017) ³ OfS Topic briefing: Raising attainment in schools and colleges to widen participation ⁴
From 2020/21, extended strategic schools partnership networks to West Midlands, East of England and the North of England.	A0.4, A0.5	Two existing networks, 'Local to Leicester' and 'London to Leicester' have delivered increased LPN student registrations over last three years (343 in 2016/17, 359 in 2017/18 and 327 in 2018/19) by reducing the aspiration gap of learners from underrepresented groups through intensive and sustained engagement
Build a strategic alliance with TeachFirst to identify and engage schools in LPN.	A0. 4, A0.5	To use the best practice as outlined above and applied nationally to TF schools network, with focus on specific target areas.
As part of the ongoing commitment to partner schools, especially those classified as 'inadequate' or 'requiring improvement' by OFSTED, the University will be offering a portfolio of professional development opportunities with particular focus on our DL MBA and Education Management programmes, aiming to strengthen leadership skills within these schools.	A0.4, A0.5	'Improving the impact of teachers on pupil achievement in the UK – interim findings' (2011) ⁵ 'What makes great teaching?' (2014) ⁶
Ensure contextual offer-making policy is effectively implemented and impacts the right groups of students.	A0.1, A0.2	Firm Accepts for 2019 entry are up 4% from those applicants who meet the criteria of the contextual offer-making policy, compared with overall decline in accepts of 1%, YOY.
Ensure Progression Agreements are in place for students completing an Access to HE course. As part of this agreement students will be offered a programme of enrichment activities, contextual admissions consideration upon application to the university, and financial support upon registration.	A1.1	OfS data shows that 'many mature students take non-traditional routes in to higher education. In 2015-16 87% of Access to Higher Education students were mature.' ⁷ OfS Topic Briefing: Mature and part-time students
Ensure all care leavers are fully supported throughout their HE journey as part of the Leicester OnTrack programme.	A-All S-All P-All	Research suggests that HEI's should increase the support they provide for care leavers, through

³ www.teachfirst.org.uk/reports/beyond-access

⁴ <https://www.officeforstudents.org.uk/media/536f4e79-4e32-4db0-a8a2-66eb4e2b530b/raising-attainment-in-schools-and-colleges-to-widen-participation-ofs-topic-briefing.pdf>
<https://www.officeforstudents.org.uk/media/536f4e79-4e32-4db0-a8a2-66eb4e2b530b/raising-attainment-in-schools-and-colleges-to-widen-participation-ofs-topic-briefing.pdf>

⁵ www.suttontrust.com/research-paper/improving-impact-teachers-pupil-achievement-uk-interim-findings/

⁶ 'What makes great teaching?' (2014)

⁷ https://www.officeforstudents.org.uk/media/3da8f27a-333f-49e7-acb3-841feda54135/topic-briefing_mature-students.pdf

		dedicated staff with specific expertise, including greater hands-on support before and during transition into HE, and mental health support ⁸
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Success

Baseline Provision

4.7 Working in partnership with the Students' Union, the peer mentoring scheme connects incoming students with existing first years, of whom 426 volunteer as mentors. The scheme operates on an opt-out basis, and only 322 students opted out in 2017/18, meaning over 90% of new students take advantage of the programme. It is intended to extend the work of this scheme to focus in particular upon mature students.

4.8 The University has invested substantially in pre-arrival and early induction provision⁹ to engage students from underrepresented groups in a more co-ordinated way, including: new online 'Prepare to Study' resources to support the transition new students make into University learning; embedded learning activities to support skills development, and the Maths Help Centre which supports hundreds of students annually. The 'Transitions Toolkit' delivered by the Leicester Learning Institute is supported by workshops and training which are embedded in the curriculum of many courses.

4.9 Student Success Teams support the work of academic departments and bring together into one integrated team professional practitioners in data analysis/monitoring and evaluation, student wellbeing, and skills development. The teams are particularly focused upon support for underrepresented groups and work in business partnership with academic departments to develop a more supportive institutional culture and more integrated approaches to student retention, and students' personal and career development by facilitating the planning, implementation and evaluation of evidence-informed, collaborative interventions within each department. The interventions introduced by this team, underpinned by partnership agreements between academic departments and professional services, focus upon:

- Providing systematic and regular data analysis to academic programme teams for underrepresented groups, from which specific proactive actions can be planned and implemented to support particular groups of students to prevent their withdrawal;
- Aiding the transition of new and returning students;
- Developing more proactive support for student wellbeing;
- Embedding the Leicester Award and Leicester Award Gold in the curriculum.

4.10 Working in partnership with the Students' Union, the Education Excellence Programme is a strategic initiative in the University and is a significant mechanism through which the institution's Learning Strategy will be delivered. The vision of this programme is to ensure that

⁸ Harrison, N. (2017) MOVING ON UP: Pathways of care leavers and care-experienced students into and through higher education. NNECL.org

⁹ The University's work on pre-arrival and early induction was highlighted in "What Works? Student Retention & Success - Final Report" (HEA, 2017).

all University of Leicester students, wherever they are, wherever they come from and however they study, will enjoy the best education and experience imaginable. The Programme is delivering two major projects specifically targeting underrepresented groups:

- Between August 2019 and February 2020, the University will be participating in a national Advance HE project '[Embedding EDI in the Curriculum](#)'. Participation in this project offers the University access to resources, support, frameworks and additional expertise to help it drive forward change in this area. During the project the University will consider how its pedagogies and practices might advance equality, enhance belonging and improve learning and teaching experiences for students.
- The *Campus Conversation*, a University-wide student consultation on belonging, was launched in the Autumn 2018 as part of the Education Excellence Programme. As part of this, a joint Education Excellence/Students' Union project entitled *The Role of Belonging in Tackling Ethnicity-Related Disparities in Retention, Attainment and Outcomes* has been established, which focusses on the BAME student experience.

4.11 The inclusivity work of the Education Excellence programme has included a range of initiatives on campus aimed at raising awareness and engagement with the challenge of diversity in the curriculum and assessment. Initiatives include: "inclusivity fortnight", Black History Month, Read at Leicester – The Good Immigrant, and embedding inclusivity in curriculum planning and annual module and programme quality review processes.

Strategic Measures

4.12 In addition to the above baseline provision, the University is committed to delivering the following initiatives in order to achieve the strategic aims and objectives outlined earlier.

Aim: To continuously improve the continuation rates for BAME, particularly Black, students. To reduce the attainment gap between black and white students and between disabled students with a declared mental health condition and students without a disability		
Strategic Measure	Link to Objectives	Evidence of Impact
Building on the Advance HE Project and the Campus Conversation, the University will establish a 'research into practice' network which will provide an institutional focal point for understanding the experience of underrepresented student groups, and supporting initiatives to improve pedagogic and extra-curricular practice. The network will be hosted in the University's Centre for Diversity, Inclusion & Community Engagement (DICE).	S0.3, S2.2, S2.4, S4	UUK report recommended practice.
The University's Race Equality Action Group is the element of the University's EDI governance structure responsible for overseeing and driving race equality. The Group's membership includes staff, students and members of the University of Leicester Students' Union. The Group identifies 3 annual objectives by which it will advance race equality. One of these objectives for 2019 is "to identify and implement good practice in relation to boosting minority ethnic representation across our academic and professional services staff body". This recognises the significant disparity in the BAME ethnic demographic among our student and staff bodies.	S2.3	UUK/NUS report recommendation: universities should assess how they can create environments that are racially diverse and fully inclusive for BAME students and staff #ClosingTheGap

The University is now working, in consultation with the Equality and Human Rights Commission and Advance HE, to develop a positive action recruitment strategy aimed specifically at increasing the number of BAME staff.		
Through the new DICE network, building on “inclusivity fortnight 2018”, undertake a deep audit to understand the institutional context and develop an action plan for all departments to embed curriculum inclusivity, assessment practice, and student support measures which are appropriate to underrepresented groups	S-ALL	UUK report recommended practice.
Implement an Integrated Student Support Protocol in every academic department to ensure that all students with a contextual offer have access to an enhanced support package, and all underrepresented students “at risk” of withdrawal are proactively supported to retain in the University.	S0.3, S0.3, S3, S4	Project in the University’s School of Business demonstrated positive impact on student retention, evaluated and reported to the University’s annual Learning & Teaching Conference.
Review central student support services to ensure all services are offering specific support packages for underrepresented student groups, which are clearly and accessibly sign-posted to applicants and students	S0.2, S0.3, S3, S4	The #StepChange programme recommends that universities reconfigure themselves as health-promoting and supportive environments
Initiate research project to understand in more detail the disabled attainment gap at Leicester, using national evidence and research, and then implement an improvement programme.	S3	Research-led approach.
Support academic leadership at a programme level to enable inclusive curriculum enhancements and improve outcomes for students from BAME backgrounds	S-ALL	Measure has been included following reviewing best practice from other institutions, including the consortium project led by Kingston University to support academic leadership at a programme level to enable inclusive curriculum enhancements and improve outcomes for students from BAME backgrounds.

Progression

Baseline Provision

4.13 The foundational element of the University’s employability strategy is to embed careers education into the curriculum.

4.14 From 2019/20, this approach will see all new UG students have their career development learning assessed as part of their academic programme at level 4 (Leicester Award) and again at level 5 (Leicester Award Gold). These Awards help to ensure that students develop their self-awareness and critical reflection skills at an early stage, preparing them to identify and take advantage of opportunities for personal and professional development. This includes a substantial work-related activity or significant experience.

4.15 The University supports and encourages students to secure significant experience through extra-curricular activities and, increasingly, as part of their academic programmes. Significant experience is defined as any of the following:

- Year in industry, or study abroad;
- Internship;
- Work-related learning module;
- Vocational volunteering;
- Business start-up.

4.16 Data on the diversity of the student body is collated at College, School and Programme level to inform the design and delivery of careers education. This helps to ensure that potential barriers to participation are anticipated and proactively addressed (e.g. the challenges to social integration facing commuter students). To enable the tracking of student engagement with careers education, including those elements delivered in the curriculum, Student Success Teams work with academic departments and central providers of experiences to compile regular in-year engagement reports for each programme and underrepresented group.

4.17 The University’s extra-curricular career development offer includes:

- An accessible and inclusive programme of 121 appointments and workshops, including supportive resources;
- Exclusive access to professional mentoring and networking opportunities for students who complete the Leicester Award Gold;
- A fast-track programme for ‘at risk’ finalists (identified via department performance and OfS group) comprising Leicester Award, Leicester Award Gold, and 3 weeks work experience.

4.18 Specific considerations relating to underrepresented groups are incorporated into the main stream offer. This includes:

- Students with a declared disability are supported with specific topics frequently identified as barriers into employment, such as disclosure. The University also partners with specialist brokers (MyPlus consulting) to source opportunities for these students.
- The University partners with specialist brokers (Brite Networks) to source opportunities for LPN/BAME students

Strategic Measures

4.19 In addition to the above baseline provision, the University is committed to delivering the following initiatives in order to achieve the strategic aims and objectives outlined earlier.

<p>Aims:</p> <p>P0: To continuously improve the progression of LPN students, particularly BAME students, into further study or highly skilled employment.</p> <p>P1: To continuously improve the progression of disabled students, particularly those with a mental health condition, into further study or highly skilled employment</p>		
Strategic Measure	Link to Objectives	Evidence of Impact
Develop a campus-wide campaign to promote opportunities for gaining work experience/developing transferable skills and the	P0.1, P0.2, P1.1, P1.2	The CareerEDGE model articulates the employability benefits of providing students with

benefits to first years (Leicester Award) and second years (Leicester Award Gold). Ambassadors from target groups to tell their stories as a central plank to the approach, to raise aspirations and breakdown barriers to entry.		opportunities to access, develop and reflect on career development learning, work/life experience and transferable skills
Develop the programme-based significant experience offer. This measure aims to widen student access to a programme-based significant experience by enhancing existing work-related learning modules and developing a new, multi-disciplinary module. This work-related activity allows students to build technical and transferable skills in an often practical application and link their degree subject knowledge to inform planning for their next step after University.	P0.3, P1.3	Research from across the sector demonstrates the positive moderating impact of work-related placements on reducing the gap in differential graduate employment outcomes (e.g. Levelling the playing field).
Develop and implement an “OnTrack Plus” programme for students holding a contextual offer, ensuring that enhanced support is available to underrepresented student groups, including targeted mentoring and 121 careers coaching.	P0-ALL, P1-ALL	The Leicester OnTrack programme has helped to mainstream monitoring and support for specific groups into baseline provision
Align careers education to the development and implementation of a student wellbeing strategy including Mental Health First Aid training for all staff and enhanced support around transition points	P1-ALL	Good mental wellbeing and support for students to integrate and self-manage is an important precursor for effective engagement with careers education
Introduce a promise for graduates who meet certain criteria (primarily targeted at underperforming departments and OfS at risk groups) to be supported to secure a graduate destination after University if they have not been able to secure their own. This would include working with students to identify their interests for both employment and further study and offer internships and post-graduate study discounts respectively.	P0-ALL, P1-ALL	Research from across the sector demonstrates the positive moderating impact of work-related placements on reducing the gap in differential graduate employment outcomes (e.g. Levelling the playing field).

5. Financial Support and Investment

5.1. The University of Leicester’s financial support package has been reviewed for this APP submission, to reflect the greater ambition contained in the targets and objectives outlined above. Bursaries have been refocused to clearly align with our contextual admission policy and to better support LPN and mature students, which have been identified as priority groups for access. Furthermore, an excellence scheme has been developed to further reward academic attainment within these groups. The University is committed to continuously reviewing financial support, including use of the OFFA Evaluation Toolkit, to ensure it is always targeted to the students from underrepresented groups who need it the most.

5.2 From 2020/21 the University will offer students from underrepresented groups the following bursary awards:

Name of award	Targeting Criteria	Award
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Widening Access Bursary (Contextual Offers)	LPN – POLAR4 Q1/Q2/IMD/disabled (inter-sectionalities)	£1000 per year of course
	Mature student – UG FT Home first degree mature student	£1000 per year of course
Care Leavers Bursary	Care leavers (as part of the care leavers covenant)	£2000 per year of course
Progression Programmes Bursary	Completion of Pathways to Law, RO, LEAP, MedLeap	£1000 per year of course
Partnerships Bursary	Partner schools – London to Leicester, Local to Leicester and new remits	£1000 per school
Helena Kennedy Foundation Scholarship	Attend state school, Experiencing barriers to continuing their education Able to demonstrate that they face severe financial hardship	£2250

5.3 The University also administers a Hardship Fund and in-kind financial support is provided in relation to specific student circumstances. The Hardship Fund Guidelines are reviewed annually, with a summary document providing eligibility, funding entitlement, assessment, and administration processes. This identifies underrepresented groups, full time, part time, undergraduate and postgraduate home and EU students.

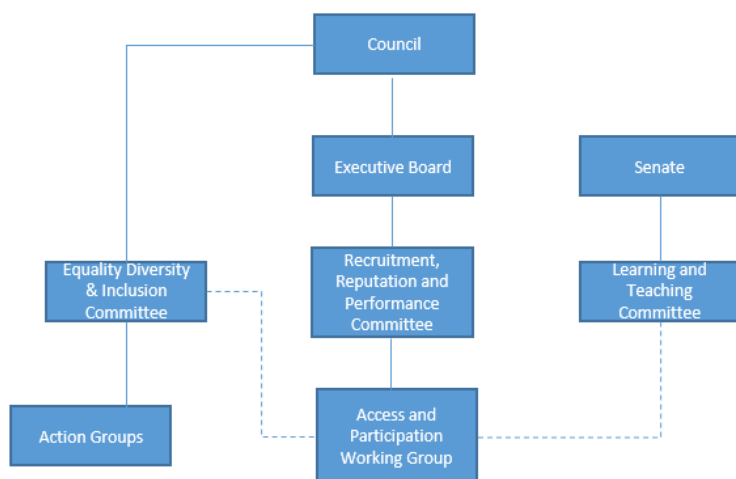
Academic Year	No of Awards	No of Applicants	Average Award £	No of refusals	Applicants from underrepresented groups
2017-18	541	481	£469	27	457

5.4 As a mid-tariff institution, in 2020/21 the University will spend 20.2% of its higher tuition fee income on access, financial support and evaluation. This increases over the period of the plan, although it should be noted that all financial commitments made in the associated Resource Plan are made on the assumption that the University's higher fee income is at projected levels.

6. Monitoring and Evaluation

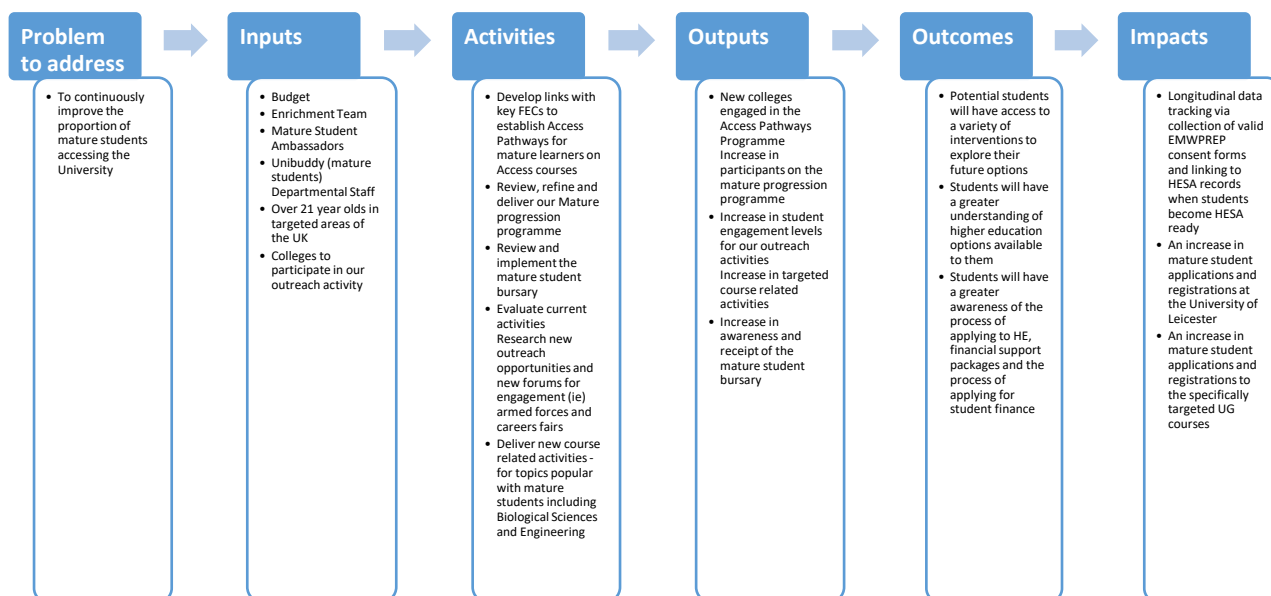
6.1 The University's strategic vision for evaluation and monitoring is founded in its commitment to ensuring continuous improvement. The institution uses its monitoring and evaluation to ensure the appropriate development of programmes aimed at underrepresented groups and to ensure that they are continuously improved.

6.2 The University has implemented a strong governance framework to deliver its strategy which is supported by dedicated resource in our Planning Office. This ensures both the strategic vision and outcomes for evaluation and monitoring are achieved.



Evaluation and Monitoring Governance Structure

6.3 In order to understand and properly map out the precise link between activities and the achievement of the strategic goals, the University has created a Logical Outcomes Chain diagram for each of its aims. This map forms part of the continuous evaluation of the plan to monitor progress. Below is an example of one of the Logical Outcomes Chain diagram:



6.4 The University monitors its performance against the measures set out in the Plan at a dedicated Access & Participation Plan Working Group. The Working Group will develop and own an implementation plan to ensure the institution delivers against the committed aims, objectives and measures. Consequent to the greater ambition in this plan, the University is investing in a new data and evaluation team to provide dedicated resource to monitor and evaluate access and participation initiatives across the institution in a systematic, consistent and regular manner.

6.5 In addition, in order to monitor and track outreach work for LPN and mature students the University is part of a monitoring and evaluation partnership East Midlands Widening Participation Research and Evaluation Partnership (EMWPREP). Through this partnership the institution is able to monitor the number and demographics of outreach programme participants, track their participation in the programme of activities and track their progression into higher education in general and the University of Leicester in particular.

6.6 At the success and progression stages, the University’s approach is based on pedagogically sound foundations that enables us to apply principles of Kirkpatrick’s training evaluation model to evaluate and assess student learning-gain. We subsequently strive to measure:

- Engagement. The number, and demographic, of students who engage with the programme
- Reaction. The degree students value the learning opportunity
- Learning. Achievement of intended learning outcomes
- Behaviour. Measurable changes in behaviour as a result of the intervention
- Results. Year-to-year gains in performance, confidence and experience

6.7 To monitor the non-continuation rates and the attainment gap of students from underrepresented groups, a dedicated ‘Student Success’ team has been established within Student & Academic Services to identify and track groups within the student population who are at risk of non-continuation or at risk of under-achieving academically and in relation to employability. As part of this work, a survey instrument has been deployed to index students’ sense of ‘belongingness’, academic engagement and self-confidence, similar to that developed through the HEA What Works programme.

6.8 Progress against activities are monitored at each part of the student lifecycle as follows:

	Approach	Measures/Monitoring
Access	<p>A theory of change model, informed by the NERUPI framework, underpins our approach to evaluation for all outreach provision, providing clear learning outcomes and an integrated evaluation process.</p> <p>Our targeting and monitoring is done in partnership with EMWPREP. This partnership also enables us to monitor local trends in participant progression to HE. A dedicated Impact and Evaluation Officer leads our evaluation and monitoring approach.</p>	<p>Regular internal monitoring of the impact of outreach activity is undertaken by the Widening Participation Team. Reports are made to the APP working group. Examples of measures include:</p> <ul style="list-style-type: none"> - Demographic data of participants - Numbers participating - Learning, including change in perceptions measure - Longitudinal tracking of engagement with outreach - Results <ul style="list-style-type: none"> ○ Track further engagement ○ Track into HE
Success	<p>Interventions are guided by the research literature on effectiveness, including the HEA What Works Student Retention and Success change programme and the HEA framework for Embedding Employability.</p> <p>A logic chain approach, informed by the Kirkpatrick model of evaluation, is used to articulate how activities link to desired results. The generic theory of change runs as follows: Implementation of (specified) activities will result in</p>	<ul style="list-style-type: none"> - Numbers participating - Reaction to activity (e.g. Net Promoter Score) - Learning, including sense of belonging measure - Behaviour change (attendance, assignment submissions and completions, engagement with the wider learning environment) - Results <ul style="list-style-type: none"> ○ withdrawals and suspensions/continuation ○ completion/good honours

<p>Progression</p>	<p>(specified) learning outcomes amongst students, which will promote increased engagement (behaviour change), thus contributing to improved retention and success (results).</p> <p>The resulting hypotheses are tested on a pre/post change basis using a combination of methods. Quantitative measures are selected to maximise the use of secondary data, supplemented by some new data collection from participating students. Qualitative data from participating staff and students is also used to provide additional insight into outcomes and the processes involved in achieving the desired result.</p>	<ul style="list-style-type: none"> - Numbers participating - Reaction to activity (e.g. Net Promoter Score) - Learning, including completion of Leicester Award and LA Gold - Behaviour change (engagement with development experiences and activity) - Results (career readiness gains/graduate outcomes and LEO)
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6.9 We will be conducting a self-assessment of our approach using the OfS Evaluation Self-Assessment Tool. Timescales for completion are for end October 2019 to enable student input into the assessment. An expert consultancy are coming in to complete a review of evaluation practice across all stages of the student lifecycle. In addition to this, we have undertaken a self-assessment for our outreach and access work. As a result we are reviewing our portfolio of work which we are underpinning by a theory of change evaluation model, informed by the NERUPI framework. This will be completed by September 2019 and will be continuously reviewed throughout 2019/20 and beyond.

6.10 The regular monitoring of progress as shown in paragraph 6.8 will ensure early visibility of any worsening of progress towards our aims and objectives. The governance framework as detailed in paragraph 6.2 will ensure any required interventions are understood and acted upon quickly and effectively. We will redesign projects if there is a worsening of position against targets.

7. Complementary and Collaborative Working

7.1 The University works in close collaboration with its Students' Union across all student-facing activities. The institution is very active in the East Midlands region, through its access work REACH, a collaborative outreach partnership with Loughborough University and De Montfort University, and the OfS funded National Collaborative Outreach Programme (NCOP) Pathways consortium. The University is the lead institution for the local NCOP consortium, the aims of which are to support the government's goals to double the proportion of young people from disadvantaged backgrounds in HE by 2020, increase by 20 percent the number of students in HE from ethnic minority groups and address the under-representation of young men from disadvantaged backgrounds in HE. In the winter monitoring return, as of 31 December 2018, the programme has had 55,080 participant engagements, 9,981 of which are unique participants. 3,232 of the unique participants are classed as living in an NCOP Target Ward (32.9%). Activities have included CEIAG interviews, mentoring, academic taster sessions and residential events.

7.2 The University is a member of other relevant collaborative communities to improve the quality and range of our access work through sharing of best practice across the sector, such as the National Education Opportunities Network (NEON), the Higher Education Liaison Officers

Association (HELOA) and other more specific communities such as the Network of Northern Medical Schools WP Forum.

- 7.3 The University of Leicester is part of Realising Opportunities (RO), a collaboration of research intensive universities working with shared objectives to support the OfS in eliminating the national gap in entry rates at higher-tariff providers between the most and least under-represented groups. RO also contributes to our own strategic aim to improve access to the University of Leicester from all underrepresented group/s. The programme is underpinned by robust evaluation, undertaken by independent evaluators, which is a theory of change model using narrative, empirical research and causality evaluation types to evidence impact.
- 7.4 The University is a founder member of Transform, which is an alliance of Frontline, Teach First, Police Now, Think Ahead & Unlocked to improve public service employment opportunities for graduates from underrepresented groups. The University holds a place on the board and has been shaping its strategic direction since its inception. This year the University has placed 15 undergraduate students originally from LPNs into volunteering opportunities in schools in LPNs, supporting our students skills development and inspiring the next generation.
- 7.5 The University bid for and secured HEFCE funding for its 'Standing Together against Hate' campaign which involves student-led awareness-raising campaigns, developing an online training unit on hate crime for staff and students, and establishing a third party reporting centre within the Students' Union. This has resulted in, for example, the University taking the Stand Alone pledge to support students who are estranged from their families.

Equality and Diversity Strategy

- 7.6 Equality, diversity and inclusion (EDI) is integral to the success of Leicester as a university of choice for students and as a progressive and innovative workplace for staff. The University's EDI strategy, 'A Culture of Equality' commits the University to ensuring that all aspects of its activities contribute to developing a community that is fully inclusive, recruiting and retaining students and staff from all sectors of society. Through this strategy, a University-wide culture of inclusion incorporates all aspects of its activity and business, and the University has committed to obtaining the Race Equality Charter which provides a comprehensive sector relative framework for advancing race equality.
- 7.7 The Equality, Diversity and Inclusion Unit ensures that the University is compliant with all equality legislation, meets all good practice standards and fully considers and assesses the impact of the University's policies, procedures and practices on the protected equality groups. It has been fully engaged with the development of the Access & Participation Plan and the University's EDI Committee has considered the Plan as part of its business.

Student Consultation

- 7.8 The University has consulted with students from a range of backgrounds as part of the creation of this Access and Participation Plan. Student representatives sit on the University Council, Senate and Learning & Teaching Committee, which are involved in considering and approving the University's Access & Participation Plan. The Students' Union has also coordinated feedback from sabbatical officers and course representatives to inform the development of this plan.

7.9 Student engagement with the APP needs to be seen in the context of an extremely strong partnership between the University and the SU, and a culture of student engagement and consultation, which most recently has included:

- Fortnightly student dinners hosted by members of the Senior Leadership Team with targeted groups of students to gain deeper insight into their experiences, for example: Faith Groups, Arts Students, Sports Students, Mature Students, Students with a Disability and Peer Mentors. Further dinners are planned inviting Commuter Students, Residential Advisers and Student Ambassadors.
- Underpinning the Education Excellence Programme is an ethos and practice of genuine student partnership. This is delivered through a model of co-leadership, co-design and co-delivery. Specific projects include: Inclusivity Fortnight, and the BAME Student Experience Project.
- Leicester Student's Union has led a campaign, "10,000 conversations", where each staff member within the SU have a conversation with three different students each day to understand something they love about their experience and something that they would improve.
- The Career Development Service held focus groups to evaluate the effectiveness of their professional development programme, Leicester Award Gold, in relation to inclusivity, accessibility and engagement. The focus group included students from a range of disciplines, year groups and those from OFS defined groups and explored a range of ways that the programme could be made more effective and engaging.
- The "Harnessing diversity to enhance student's education and outcomes" conference was a two day event with students and university representatives to explore ways in which the university environment and curriculum could be made more inclusive.

7.10 There have been a number of actions and positive outcomes resulting from collaboration with students. The University's partnership approach means that agreement and action taken to make improvements is continuous and ongoing. Examples of recent changes include:

- in the area of career advice and guidance, the University has introduced adviser profiles to allow students to select an adviser based on a better understanding of their background, experience and expertise;
- also in the area of career advice and guidance, the University has introduced phone, skype, and evening appointments for students that face barriers to engage with traditional campus-based, office hour focussed provision.
- the University has also introduced 'Just in time provision': tailored and timetabled support delivered at the point of need. Examples include 1-2-1 application support for 2nd year law students making 'training contract' applications, and a 'Disclosing Disability' workshop throughout the year at times of application submissions.
- The University has also made changes to the Student Mentoring Programme to ensure mentors reflect the demographic and aspirations of the student body.

8. Provision of information to students

8.1 The University provides clear information to students and prospective students about its fees, scholarships and other student support, for the duration of a student's course, on its website and through targeted communications.

- 8.2 The University provides comprehensive guidance for enquirers and also makes clear each student's financial entitlement and support package (in so far as they can be known) in communications with applicants at the point an offer of a place is made.
- 8.3 The University provides timely and accurate information to UCAS and the Student Loans Company (SLC) so they are able to populate their databases in good time to inform applications.
- 8.4 This plan will be published in a prominent place on the University's website with clear signposting for students and prospective students.

Appendix One: Access and Participation Plan Variations 2023/24

<p>Priority A: Make access and participation plans more accessible in a way that prospective and current students, their parents and other stakeholders can easily understand.</p>		
<ul style="list-style-type: none"> • See summary template 		
<p>Priority B: Develop, enhance and expand their partnerships with schools and other local and national organisations, to help raise the pre-16 attainment of young people from underrepresented groups across England.</p>		
Activity Description	Project status and Evaluation plan	Link to OfS Priorities
<p>We currently have strategically located outreach partnerships with New College, the Mead Educational Trust (TMET) and Lionheart Trusts. We have begun discussions to develop the TMET partnership to a more strategic focus.</p> <p>We will commit to investigate and discuss the possibility of strategically focused partnerships with New College and Lionheart Trusts.</p>	<p>Future commitment.</p>	<p>By concentrating on specific local education trusts we will be able to focus our support where it is needed the most and provide a holistic approach to raising attainment and supporting teachers CPD.</p>
<p>AccessLeicester is a new project and is aimed at raising attainment in KS3-5 in key subject areas.</p> <p>Currently AccessLeicester: Levelling Up Maths is running with the aim of attainment raising in KS5 mathematics. This is a joint project with Durham University, University of Birmingham and Imperial College London (https://le.ac.uk/study/schools-and-colleges/post-16/levelling-up-maths).</p>	<p>New project to support attainment raising in local schools.</p> <p>National collaboration with external evaluation.</p>	<p>AccessLeicester: Levelling Up Maths is in its infancy and through consultation with local KS5 providers will look at areas where the University can meaningfully support attainment raising activities. Durham University is completing the evaluation.</p>
<p>The Civic University Agreement (CUA) Education Research project (ends July 2022) will look at attainment raising at KS2 and KS4 in line with the Levelling Up White Paper. It will identify and highlight local area challenges for further projects.</p> <p>The University of Leicester has a CUA with De Montfort University and Loughborough University¹¹. The University will be hosting a think-tank</p>	<p>Ongoing project as part of Civic University Agreement (CUA).</p>	<p>This project will help inform the direction of future area specific attainment raising initiatives such as AccessLeicester.</p>

to explore areas where the CUA could support local students in a variety of ways including attainment and progression.		
Target schools list for Primary outreach and engagement has been extended to include schools where TeachFirst and the School of Education provide placements for training. This will provide a greater level of support in LPN schools at a teacher and student level. Subject in a Box is offered to these school with associated CPD sessions for staff.	Long term link with teacher training to equip new teachers with the right tools to support students from LPN and provide resources to schools. Internally evaluated.	This has yet to be evaluated centrally. The aim of the partnerships is to build a relationship with the trainee teachers and also provide them with lesson plans and equipment that their school may not be able to provide out of their own resources.
We are reviewing our engagement with third party organisations such as INTO University and the Black Teacher Network to see where we can work in partnership to create and support attainment raising activities in the local area.	Future commitment.	We understand that as an HEI we are able to share our resources and expertise in certain subject areas. Partnering with charities and organisations that have complimentary expertise can only seek to create quality interventions.
Through ULIIHE, Dr Paul Campbell has created a racial inclusivity toolkit to ensure our curriculum is diverse at the University. We are investigating how this could be used in the Primary and Secondary curriculum, with a view to disseminating and evaluating the toolkit.	Future commitment.	Initial evaluations show that while the toolkit did not directly address the awarding gap in its first year, areas that had used it showed that students had higher levels of satisfaction with their courses. This is under further investigation for other outcomes.
We intend to review our University-wide volunteering commitments and projects. Potential new opportunities for staff and students to volunteer on attainment raising projects in local schools and communities.	Future commitment.	By focusing University-wide volunteering programmes on attainment raising takes the pressure off already stretched outreach teams. Simple projects such as reading support could be implemented using staff and students.
Our Doctoral College work with the Brilliant Club to place PhD students into local schools.	Ongoing provision. Evaluated by the Brilliant Club.	This project allows PhD students to share their projects with local schools and also support local schools with their teaching and enhancing their curriculum.
The Students in Classrooms modules are part of the work based learning modules for undergraduate students who are interested in teaching as a profession. These are in both primary and secondary schools. This strengthens the relationships between the schools and the	Baseline provision (part of some degree programmes). Monitored by academic school	This project has been running for over ten years. The initial benefits are to the students in their career choices and providing experience for those looking to get into teaching. This also provides contact between school age and

University, provides additional classroom support for teachers, subject specific role models for younger learners.	internally. Evaluated internally.	university students. This aspect of the project could be evaluated in relation to attainment raising.
Priority C: Set out how access to higher education for students from underrepresented groups leads to successful participation on high quality courses and good graduate outcomes.		
Activity Description	Project status and Evaluation plan	Link to OfS Priorities
Access, Success and Progression: We are working towards appropriate quality marks and maintaining a minimum standard for inclusivity for the following groups of students: care leavers, carers, estranged students, disabled students and refugees.	The quality marks are evaluated and awarded externally by charities. This will become a standard baseline provision ongoing. Internal monitoring will be completed by our analytics team.	By maintaining standards of quality marks that cover the whole student lifecycle from access to graduate outcomes we aim to provide support for students from vulnerable groups in order for them to be successful in their higher education. The final measures for this will be increased success, continuation and better graduate outcomes.
Access: We have a strategic schools network with 10 target colleges. These colleges offer a variety of pre-entry routes including Access to HE courses for mature students. Progression agreements between the University and each college detail how students are prioritised for evaluated initiatives, such as sustained engagement, general IAG and teachers & advisors CPD.	Ongoing partnerships nationally. Sustained engagement with certain groups of students. Only evaluated via student numbers currently.	Sustained engagement with students creates a relationship between the University and those students. It benefits the University through increased student numbers and the students via familiarity and trust with a specific member of staff.
Access: The University successfully works in partnership with Realising Opportunities (RO) to provide support and IAG to students from under-represented groups. Recruitment for this programme has been extended for eligible colleges/students in London.	This is an ongoing partnership. It is evaluated externally.	RO seeks to equip students with all the tools and knowledge they need to enter HE. Some of the sessions are on campuses around the UK and help students to become familiar with HE and the environment.
Access: As part of our admissions process our contextual offer policy offers a reduced entry tariff for the following groups of students:	Baseline provision. This is internally quantitatively evaluated.	The contextual offer holder policy has been successful to date in terms of widening entry for students without disadvantaging those students

<ul style="list-style-type: none"> • Students from lower household income or socio-economic backgrounds • Black, Asian and minority ethnic students • Mature students <p>The number of contextual offers made and number of student registrations from these have increased year on year since 2019/20. The continuation rate of contextual offer holders is comparable to their peers (94% cf 94.2%).</p> <p>The first cohort of students who were made contextual offers are graduating Summer 2022 and will complete the Graduate Outcomes Survey in Autumn 2023.</p>		<p>later in their degree. Final outcomes will be available in 2024 once the data from the Graduate Outcomes Survey is available. We can then begin to address awarding gaps or graduate outcome issues that are not addressed elsewhere in the plan.</p>
<p>Access: Access to HE (mature) students are included in 4 of the 10 Outreach Progression Agreements. This provides priority access to sustained engagement, mature student specific IAG, teachers & advisors CPD.</p>	<p>Baseline provision. This is monitored by student numbers.</p>	<p>Sustained engagement has shown to be a good method of increasing mature student recruitment. However, we have seen an increase in non-continuation and work is currently being undertaken to look at reasons for this and to put extra support or processes in place to support mature students in their studies.</p>
<p>Success: HeadStart is a set of online transition support sessions designed to fill the gap where students were not able to visit the University campus and ask the “small” questions that they may ask on an open day or offer holder day. The pilot had four parts – study skills sessions in February half term, decision making sessions in May/June, community building in September and an online resource called Essential Skills for Digital Learning which was available from registration. The study skills sessions ran through all four phases.</p> <p>This initiative bridged a gap in student experience where students were unable to access the physical campus and make connections. Following the pilot the online programme has been adapted as students are now able to visit campus again. HeadStart now aims to build community and belonging before students arrive by linking groups together. Students</p>	<p>Ongoing annual project. Internally monitored and evaluated.</p>	<p>Transition into HE is a key moment for all students. By providing a supportive programme that links students to other likeminded or students from similar backgrounds starts to create a feeling of belonging. The inclusion of study skills sessions and digital resources allows students to become familiar with university level skills and expectations.</p>

<p>self-select to attend sessions on commuting, accommodation, mature student life, for example.</p>		
<p>Success: The Curriculum Consultants Project contributes to making the curriculum more inclusive, representative and relevant to the lived experiences of students from marginalised backgrounds.</p>	<p>Ongoing project. Evaluated as part of the Education Strategy internally.</p>	<p>Following a successful pilot, we are looking to refine and deliver this project again in 2022/23. The aim of the project is to have a positive impact of student satisfaction, retention and progression, and reduce our awarding gap.</p>
<p>Success: In partnership with the Students' Union, all Schools will run a 'Study Well' scheme to train students to act as education mentors/coaches to others and help foster a nurturing and supportive learning culture.</p>	<p>Ongoing project. Evaluated as part of the Education Strategy internally.</p>	<p>There is a pilot taking place after a successful individual project in Biological Sciences and now across three academic schools. If successful this will be expanded to cover the whole University and promote a sense of belonging.</p>
<p>Success: The University of Leicester Institute for Inclusivity in Higher Education (ULIHE) was established in 2021 to support the work towards tackling the race awarding and satisfaction gap. ULIHE has four objectives.</p> <ul style="list-style-type: none"> • To have reduced, in empirically measurable ways, the barriers to education equity that exist for all stakeholders within UoL • To have reduced, in empirically measurable ways, the barriers to employment equity that exist for all stakeholders within UoL • To have reduced exclusionary barriers or made more equitable, in empirically measurable ways, the lived experiences and opportunities of stakeholders within the 'communities' in which the university is couched • To establish ULIHE as a sector leader for positive action and progressive change in inclusive HE practice and related community relations <p>ULIHE are working with academic schools to create action plans which detail how they will embed racial inclusivity into their teaching learning and assessment.</p> <p>We are also developing an embedded minimum standard of inclusivity and working towards a consistent and solid foundation of inclusivity in all aspects of student life.</p>	<p>Ongoing research institute. Outcomes are implemented University-wide and also peer reviewed where published.</p>	<p>The solutions to reducing the awarding gap are not always universal or understood. The work of ULLIHE will help to support and inform our academic schools in how they can remove institutional barriers from allowing students to succeed.</p> <p>Beginning with the top six subject areas with the largest awarding gaps, plans are being devised to explore areas and make changes for the 2022/23 academic year.</p>

<p>Success: TASO have funded a quasi-experimental evaluation of ULIHE's racial inclusivity toolkit with the final report due in 2022.</p> <p>QAA have funded an international evaluation of the recommendations made in Tackling Racial Inequalities in Assessment in Higher Education: A Multi-Disciplinary Case Study, written by Dr Paul Campbell. Final report due in 2022/23.</p>	<p>Ongoing Projects. Externally evaluated.</p>	<p>These research projects will help us to evaluate the impact of these resources and ascertain if they are creating positive outcomes on continuation, satisfaction and awarding gaps.</p>
<p>Success: Student Support Services have undertaken a project to understand in more detail the mental health awarding gap at Leicester, using national evidence and research to implement an improvement programme. Recommendation from this are:</p> <ul style="list-style-type: none"> • Whole student lifecycle approach based on mental health continuum to engage all students (pre-entry to progressing out) • Keys areas to develop: Prevention, Early Intervention, Specialist Support and Crisis Management • Direct Interventions: Interventions that are directly tackling mental health difficulties e.g. psychological interventions (CBT), mindfulness etc... • Indirect Interventions: Interventions that are targeted at improving factors that are known to impact mental health e.g. financial advice and support, social integration (belonging), living and studying environment, physical and spiritual 	<p>Internal improvements and changes to become baseline provision. Internally evaluated.</p>	<p>We are identifying ways to embed the recommendations into our Student Wellbeing Strategy to reduce our mental health awarding gap.</p>
<p>Success and Progression: The University is part of the Sutton Trust Pathways to Law and in 2022/23 Access to Banking and Finance. These professions have ethnicity and socio-economic representational gaps.</p>	<p>Ongoing project with the Sutton Trust, national collaboration with external evaluation.</p>	<p>While we have a diverse student body, there are subject areas which are less diverse. Programme participants are supported to be successful in their degree course and their graduate destinations.</p>
<p>Success and Progression: While overall we have a diverse workforce at the University, there is a lack of representation within the academic staff and in positions of authority. This restricts the diversity of role models available to younger students and limits their ability to see their possible future selves, often leading to a lack of a sense of belonging within the institution.</p>	<p>Ongoing project, monitored by HR EDI Team. Internally evaluated as part of our Scholarships evaluation.</p>	<p>Role models for students can help to create a sense of belonging, resulting in a positive impact on satisfaction, continuation and attainment.</p>

<p>New methods of staff and PRG recruitment are being discussed and trailed, one of which was the Inclusive Recruitment Toolkit, which was launched in May 2021, and another is our BAME Postgraduate scholarships in the College of Arts, Social Sciences and Humanities. EDI committees across the University are exploring other ways that academic and PGR recruitment can be made more equitable.</p>		
<p>Progression: The Careers Development Service and Student & Education EDI Team are putting in a bid to take part in the TASO disability and careers evaluation project in 2022/23.</p>	<p>Individual projects with external evaluators.</p>	<p>We run a number of interventions for various groups of students and also the Leicester Award and Leicester Award Gold as embedded careers support. The TASO project will help us to evaluate the benefits of these programmes and ascertain if targeted support is creating positive outcomes.</p>
<p>Progression: The Careers Development Service and Student & Education EDI Team are putting in a bid to take part in the TASO disability and careers evaluation project in 2022/23.</p>	<p>One off project with TASO. Internally and externally evaluated.</p>	<p>We run a number of interventions for various groups of students and also the Leicester Award and Leicester Award Gold as embedded careers support. The TASO project will help us to evaluate the benefits of these programmes and ascertain if targeted support is creating positive outcomes.</p>
<p>Progression: The campus wide campaign, My Student Journey (MSJ), provides students with a clear, inclusive and accessible personal and career development pathway to follow and tailor throughout their time at Leicester. MSJ enhances employability by supporting students to develop their skills, tell their story, and transition into their next step after graduation.</p> <p>To maximise student engagement, some MSJ opportunities, including Leicester Award and Leicester Award Gold learning activities, are embedded into the curriculum.</p>	<p>Ongoing improvements to baseline provision. Internally monitored, to be partially evaluated via the TASO project referenced above.</p>	<p>Internal evaluation suggests that the use of My Student Journey is particularly effective in boosting the significant experience rates and progression readiness of students from Low Participation Neighbourhoods (POLAR 3 Quintile 1 and 2).</p> <p>Work related modules have now been developed in courses which previously did not have them and more support was provided to inform students of the benefits of work related modules.</p>
<p>Progression: Our Careers Development Service provision includes:</p> <ul style="list-style-type: none"> • Skills Log was launched in Sept 2021 to enhance our students' skill development and help them to generate a story that they can tell to 	<p>Ongoing projects and ongoing monitoring. Internally evaluated.</p>	<p>These programmes support the good graduate outcomes of students of all demographic groups.</p>

<p>potential employers about their transferable skills and how they have acquired them</p> <ul style="list-style-type: none"> • Development of 1-2-1 referral system, launched in Sept 2021, to allow more preparation to assist students with more complex needs • Internship programmes in partnership with the University of Leicester, Santander Universities and Leicester City Council • Week-long Consultancy Challenges with leading graduate recruiters through our Bright Network partnership • Transition Toolkit to support progression into employment, further study or running your own business for students and • A University of Leicester Professional Services led Graduate Management Trainee Scheme with our first cohort having started in August 2021 <p>Extra-curricular initiatives targeted at specific groups:</p> <ul style="list-style-type: none"> • Mature: Workshops on how to articulate pre-university experience to prospective employers • Disabled: workshops on 'disclosing your disability'; access to MyPlus Students Club; Employ Autism internship project for disabled/ASD students in partnership with Santander Universities and Ambitious about Autism • BAME: Mentorship programme with 10 final year undergraduate students • Funding for two Black interns as part of the BREATHE programme (Summer 2021) • Care leavers: A designated careers coach to provide signposting and a consistent source of guidance from first year to final year 		<p>More information will be available on the impact for these students after the Graduate Outcome Survey at the end of 2022.</p>
<p>Part of our CUA is a new ongoing agreement is that any local graduate looking to study certain courses at a postgraduate level at De Montfort or Leicester will receive a 20% fee discount. https://le.ac.uk/news/2022/june/pg-scholarship</p>	<p>New project. Will be evaluated as part of the CUA.</p>	<p>This will support students who wish to stay in the city to provide them with a broader choice of financially accessible postgraduate options. This will provide a wider range of graduate outcomes for these students.</p>

<p>Progression: Mental Health Awareness training for Career Development Service staff and Personal Tutors was delivered in collaboration with Student Support Services in June 2021.</p>	<p>Baseline provision. Not currently evaluated.</p>	<p>Training was provided to all careers advisors and personal tutors. The long term benefits to this is early intervention with students who show signs of needing mental health support and referral to Student Support Services. We will investigate if this has a positive impact on the mental health awarding gap.</p>
<p>Priority D: Seek to develop more diverse pathways into and through higher education through expansion of flexible Level 4 and 5 courses and degree apprenticeships.</p>		
<p>Activity Description</p>	<p>Project status and Evaluation plan</p>	<p>Link to OfS Priorities</p>
<p>We are now on the Register of Apprenticeship Training Providers (RoATP). Our first cohort of Operating Department Practitioners on an apprenticeship programme will begin in August 2022 in partnership with the NHS. Further apprenticeship programmes are being developed with the Schools of Business, Engineering and Healthcare.</p>	<p>Eventual baseline provision. These courses will be monitored internally and also via the commercial partners. We will be collecting data and evaluating the programmes from the beginning.</p>	<p>The degree apprenticeships will open additional routes into Higher Education for under-represented groups of students.</p>
<p>We are part of the OfS pilot looking at modular short courses for professional learners. The programme of short courses for lifelong learners made of micro-credentials with commercial partners will be piloted in 2022-23</p>	<p>Ongoing pilot. Evaluated with the OfS and commercial partners.</p>	<p>Providing relevant and time limited micro-credential courses will benefit the upskilling of employees without the burden of full time or part time Higher Education learning. It may also encourage people return to learning for further courses and eventual full degree qualifications.</p>

Summary of 2020-21 entrant course fees

*course type not listed

Inflationary statement:

As fees are capped at £9,250 for the duration of study for 2019-20 entrants, the University of Leicester cannot increase course fees along with inflation. If government legislation changes, the University of Leicester reserves the right to increase fees by inflation in line with RPI (or any other suitable, verifiable index in accordance with OfS guidelines).

Table 4a - Full-time course fee levels for 2020-21 entrants

Full-time course type:	Additional information:	Course fee:
First degree	Students who started in 2017/18 onwards	£9,250
Foundation degree	*	*
Foundation year/Year 0		£9,250
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	Students who started in 2017/18 onwards	£1,388
Erasmus and overseas study years	Students who started in 2017/18 onwards	£1,250
Other	*	*

Table 4b - Sub-contractual full-time course fee levels for 2020-21 entrants

Sub-contractual full-time course type:	Additional information:	Course fee:
First degree	*	*
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4c - Part-time course fee levels for 2020-21 entrants

Part-time course type:	Additional information:	Course fee:
First degree		£4,625
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Table 4d - Sub-contractual part-time course fee levels for 2020-21 entrants

Sub-contractual part-time course type:	Additional information:	Course fee:
First degree	*	*
Foundation degree	*	*
Foundation year/Year 0	*	*
HNC/HND	*	*
CertHE/DipHE	*	*
Postgraduate ITT	*	*
Accelerated degree	*	*
Sandwich year	*	*
Erasmus and overseas study years	*	*
Other	*	*

Targets and investment plan

2020-21 to 2024-25

Provider name: The University of Leicester

Provider UKPRN: 10007796

Investment summary

The OFS requires providers to report on their planned investment in access, financial support and research and evaluation in their access and participation plan. The OFS does not require providers to report on investment in student success and progression in the access and participation plans and therefore investment in these areas is not recorded here.

Note about the data:

The investment forecasts below in access, financial support and research and evaluation does not represent not the total amount spent by providers in these areas. It is the additional amount that providers have committed following the introduction of variable fees in 2006-07. The OFS does not require providers to report on investment in success and progression and therefore investment in these areas is not represented.

The figures below are not comparable to previous access and participation plans or access agreements as data published in previous years does not reflect latest provider projections on student numbers.

Table 4a - Investment summary (£)

Access and participation plan investment summary (£)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Total access activity investment (£)	£1,766,796.00	£1,726,796.00	£1,741,796.00	£1,747,796.00	£1,767,796.00
Access (pre-16)	£461,696.00	£441,696.00	£441,696.00	£452,696.00	£462,696.00
Access (post-16)	£1,110,017.00	£1,090,017.00	£1,105,017.00	£1,100,017.00	£1,110,017.00
Access (adults and the community)	£60,000.00	£60,000.00	£60,000.00	£60,000.00	£60,000.00
Access (other)	£135,083.00	£135,083.00	£135,083.00	£135,083.00	£135,083.00
Financial support (£)	£2,895,250.00	£2,827,250.00	£2,916,250.00	£3,117,250.00	£3,117,250.00
Research and evaluation (£)	£293,630.00	£293,630.00	£293,630.00	£293,630.00	£293,630.00

Table 4b - Investment summary (HFI%)

Access and participation plan investment summary (%HFI)	Academic year				
	2020-21	2021-22	2022-23	2023-24	2024-25
Higher fee income (£HFI)	£24,527,135.00	£23,361,490.00	£23,478,720.00	£23,781,050.00	£23,892,110.00
Access investment	7.2%	7.4%	7.4%	7.3%	7.4%
Financial support	11.8%	12.1%	12.4%	13.1%	13.0%
Research and evaluation	1.2%	1.3%	1.3%	1.2%	1.2%
Total investment (as %HFI)	20.2%	20.8%	21.1%	21.7%	21.7%

Targets and investment plan 2020-21 to 2024-25

Provider name: The University of Leicester

Provider UKPRN: 10007796

Targets

Table 2a - Access

Aim (500 characters maximum)	Reference number	Target group	Description (500 characters maximum)	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
To reduce the gap between mature students and young students accessing the University.	PTA_1	Mature	Reduce the gap between mature and young students who are tracked into UoL UG studies	No	The access and participation dataset	2017-18	0.068	0.078	0.089	0.099	0.11	0.12	The sector participation rate for mature students is 27%, as a university our participation rate for mature learners has decreased over the last 5 years. Benchmark position is 10-12%. The target has been set to achieve the upper end of the benchmark position over five years.
To reduce the gap between BAME students from Low Participation Neighbourhoods Q1 and Q2 and white LPN students accessing the university.	PTA_2	Multiple	To reduce the gap between BAME LPN (Q1 and 2) students and white LPN students who are tracked into UoL after becoming 'HE ready' and completing their Post-16 studies	No	The access and participation dataset	2017-18	0.111	0.12	0.13	0.14	0.15	0.16	Our participation rate for BAME LPN Q1 and Q2 student numbers have increased by 3.9% over the past 5 years. Targeting BAME specifically because this is where the biggest gap occurs. The target has been set to continue that trend of improvement.
By working in collaboration, Realising Opportunities (RO) will contribute to national improvement in closing the gap in entry rates at higher tariff providers between the most and least underrepresented groups	PTA_3	Multiple	Proportion of Realising Opportunity (RO) students* who are tracked into HE who will access a research intensive university (RIU) within two years of becoming 'HE ready' and completing their Post-16 studies *RO uses a robust targeting criteria and all RO students are from groups underrepresented in higher education	Yes	The access and participation dataset	2017-18	0.42	0.5	0.51	0.52	0.53	0.54	RO wishes to demonstrate maximum ambition for RO students and track two years of access to RIUs using HEAT data. RO will therefore only be able to report on a milestone after two years, to allow for HESA data to be gathered via HEAT. For example, data for reporting on 2020-21's milestone will be available from Spring 2023.
Increase the proportion of LPN Q1 students entering UoL when they are HE ready	PTA_4	Low Participation Neighbourhood (LPN)	Increase the proportion of LPN Q1 students entering UoL when they are HE ready	No	The access and participation dataset	2017-18	9.2%	10%	11%	12%	13%	14%	The University 17/18 baseline data indicates a ratio of 3.3:1, so already nearly at the OFS KPM target for 2024/25. This target proposes a raw increase in Q1 students to 14% over the period, which is above the current national participation rate of 12%. The proportions target is deemed more appropriate in this context, as a ratio or gap target could be achieved by reducing the number of Q5 students rather than increasing Q1 students, which may not be desirable.
	PTA_5												
	PTA_6												
	PTA_7												
	PTA_8												

Table 2b - Success

Aim (500 characters maximum)	Reference number	Target group	Description	Is this target collaborative?	Data source	Baseline year	Baseline data	Yearly milestones					Commentary on milestones/targets (500 characters maximum)
								2020-21	2021-22	2022-23	2023-24	2024-25	
Reduce the gap in continuation between black students and white students	PTS_1	Ethnicity	Black student continuation rate.	No	The access and participation dataset	2016-17	0.04	0.035	0.03	0.025	0.02	0.015	Baseline black student continuation is 4% lower than white student continuation. The target has been set to close this gap to 1.5% over five years. The target is not to close the gap because the gap has widened year-on-year for the last few years, so there is a current trend to reverse also.
Reduce the gap in continuation between mature students and young students	PTS_2	Mature	Mature student continuation rate.	No	The access and participation dataset	2016-17	0.072	0.07	0.0575	0.045	0.0325	0.02	Baseline mature student continuation is 7.2% lower than young students. The target has been set to reduce the gap and reflects a recent trend of improvement.
To reduce the attainment gap between black and white students, year-on-year.	PTS_3	Ethnicity	Percentage difference in degree attainment (1st and 2:1) between white and black students.	No	The access and participation dataset	2017-18	0.19	0.185	0.16	0.13	0.11	0.08	The target has been set to reduce the gap, recognising that interventions in this area take several years to impact. Also recognising the current trend of a widening gap needs to be reversed first. We have looked at best practice from other institutions, including the consortium project led by Kingston University to support academic leadership at a programme level to enable inclusive curriculum enhancements and improve outcomes for students from BAME backgrounds.
To reduce the attainment gap between disabled students with a declared mental health condition and students without a disability.	PTS_4	Disabled	Percentage difference in degree attainment (1st and 2:1) between disabled students with a mental health condition and non-disabled students.	No	The access and participation dataset	2017-18	0.11	0.094	0.078	0.062	0.046	0.03	Attainment for students with a declared mental health condition is 71% which is well below the sector average of 82% and has declined since the previous year. Target recognises there is current negative trend to reverse and that it will take time for initiatives to impact.

